

Winter 2013

Wooster Magazine: Winter 2013

Karol Crosbie

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Crosbie, Karol, "Wooster Magazine: Winter 2013" (2013). *Wooster Magazine: 2011-Present*. 9.
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Wooster

WINTER 2013

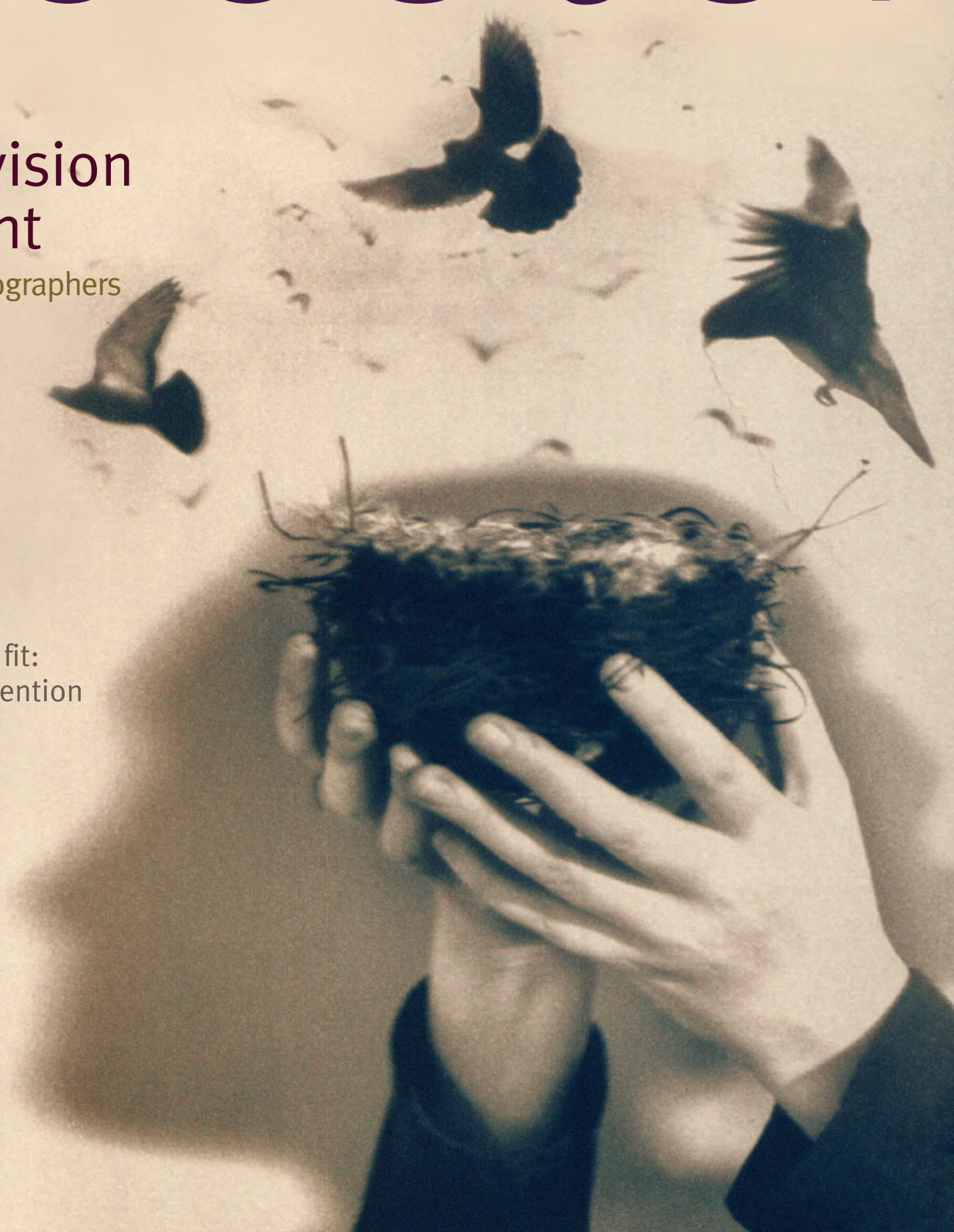
Creative vision takes flight

Five Wooster photographers
share their work

Also inside

Finding the perfect fit:
Admissions and retention
at Wooster

Family histories
and legacies



The Sophomore Retreat: Bridging a gap

WINTER

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Last fall, my father—who has lived in central Iowa for the past 47 years—moved to Bluffton, Ohio, where he has deep roots. I'm going to brag right off the bat: He's way cool. At 92, he's still giving violin performances, riding his bike, and debating religion and politics. He's also a meticulous aesthete who cares about every detail of home décor. I, my older sis, and brother-in-law helped him unpack, and if ever there were four different styles and approaches coming head-to-head, it was in the living room of his new retirement home apartment. Deadline oriented and convinced that we needed an overview before making any decision, I advocated unpacking all boxes as soon as possible. Dad, on the other hand, gave deep consideration to every item emerging from the bubble wrap. My nurturing older sister, with a goal of empowering, asked Dad's opinion

on everything emerging from the bubble wrap. Brother-in-law analyzed the efficacy of most decisions.

By mid-morning, it hit me: This was a scene from Wooster's Sophomore Retreat. This is what we were talking about! You can read more about the retreat (which I was honored to attend) on pg. 24. But in a nutshell, here was a central mission: To challenge participants to intentionally experience and then evaluate problem solving, when many personality types intersect. As a springboard for discussion, participants used results of the Myers-Briggs Type Indicator questionnaire, which they had been asked to take when they first arrived on campus to assist in roommate assignments. Participants saw research in action. (But Kurt Holmes, dean of students, was quick to point out that "specific personality type designations are much less important than recognizing that different types exist.")

Close interactions with our families occur almost in spite of ourselves, but on a college campus, "you have to be more purposeful about connections," says Matt Broda, retreat director and assistant professor of education. "Even on a residential campus, it's surprising how distant people can feel. Bridging that gap is a big job and an important one." The Sophomore Retreat is such a bridge—one that is having measurable results.

When I walk through campus these days, I look expectantly at the faces of students, searching for a sophomore I might have connected with during the retreat. And it's surprising how many times my look of expectation elicits a smile from an approaching student, regardless of Sophomore Retreat status.

KAROL CROSBIE
Editor, *Wooster* magazine



My camera renders me exempt from a Sophomore Retreat game that involved mimicking a horse and buggy.

ISSN 0894-8798 | WINTER 2013 | VOLUME 127, NO. 1 | CONTINUING *THE WOOSTER POST GRADUATE*, FOUNDED 1886

EDITOR
Karol Crosbie

EDITORIAL ASSISTANT
Brooke Skiba '14

CAMPUS PHOTOGRAPHER
Matt Dilyard

DESIGNERS
Christina Ullman and Alix Northrup,
Ullman Design

PRESIDENT Grant H. Cornwell
VICE PRESIDENT FOR ENROLLMENT AND
COLLEGE RELATIONS Scott Friedhoff
VICE PRESIDENT FOR DEVELOPMENT
AND ALUMNI RELATIONS Laurie Houck
ASSOCIATE VICE PRESIDENT FOR COL-
LEGE RELATIONS AND MARKETING John
L. Hopkins
DIRECTOR OF ALUMNI RELATIONS
AND THE WOOSTER FUND
Heidi McCormick '86

WOOSTER (USPS 691-220) is published fall,
winter, spring, and summer by The College of Wooster,
Wooster, Ohio 44691. Periodical postage paid at
Wooster, Ohio, and at additional mailing offices.

Send address changes to *Wooster* Magazine,
1220 Beall Avenue, Wooster, OH 44691-2393,
330-263-2327, and editorial comments to
330-263-2187.

Campus switchboard: 330-263-2000

Email: kcrosbie@wooster.edu,
Class_Notes@wooster.edu

Visit us on the web at www.woosteralumni.org

PRINTER Freeport Press, Freeport, Ohio

A QUARTERLY
MAGAZINE FOR
ALUMNI &
FRIENDS OF
THE COLLEGE
OF WOOSTER

Wooster

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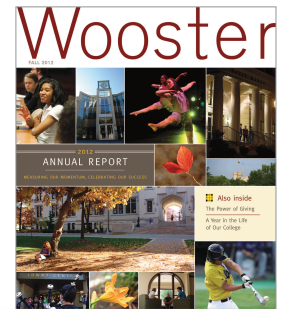
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COVER IMAGE: Emma Powell's "Dusk" is part of her award-winning series, *The Shadow Catcher's Daughter*.

We welcome your feedback. Write to Karol Crosbie, editor, *Wooster*, Ebert Art Center, The College of Wooster, 1220 Beall Ave., Wooster, Ohio 44691 or kcrosbie@wooster.edu. We may edit letters for clarity and length.



LETTERS FROM OUR READERS



Mailbox

The role of Christianity on campus

Last year, in a *Wooster* feature, **Gordon Tait** (professor emeritus of religion) shared his recollections of his early Wooster days attending Memorial Chapel and it whetted my appetite for my 40th reunion, celebrated this past June 2012. I found Wooster as remarkable and special a place as ever.

Memorial Chapel disappeared during the tumultuous years of 1968-1972 when I was a student. This past June, I was blessed to attend a wonderful worship service at the Westminster Church House where Pastor Coetzee welcomed all of us alumni. My classmates and I recalled the Wooster of old, when Christian faith was a foundation of campus life and education.

The last thing I would ever advocate is a return to old ways, but in the midst of the current so-called cultural wars in the United States, Wooster is in a perfect position to promote a forthright faith compatible with reason, knowledge, tolerance, inclusion and change. Nobody would ever advocate proselytizing to non-Christian students. But I believe the challenges to mainstream Christianity today are as strong as those that martyred many believers in the first centuries and wore down the missionaries who traveled to remote regions during past centuries. Today, there need be no absolute schism between secular humanists and people of faith, if institutions such as The College of Wooster bridge the two by promoting an informed, rational Christianity to balance scriptural literalism and political litmus tests of faith.

As we take great pride in the constant pool of splendid and diverse young people who attend Wooster and the demonstrably top notch education they receive, we should look for ways to foster Christian faith (as opposed to the generic secular humanism found on any campus), to encourage worship, to become a source of future leaders of an energized mainstream Christian faith community, and to help our students realize the joy and support found in a life in Christ.

JIM SENTMAN '72,
E. NORTHPORT, N.Y.

Prof. Gallagher's music

I was a member of the Scot Bands (marching and symphonic) during my time in the '80s at the College. Music became such an important part of my whole experience. I was moved by many of the pieces we performed, and really valued a couple of works by **Jack Gallagher** (Wooster professor of music) which were part of our repertoire. I want to plug his CD, "Jack Gallagher: Orchestral Music." It is truly a wonderful CD in terms of music and performance. It balances between riveting and quiet, great tone colors, and a sense of what it's like on days and nights in the Northeast. The emotional poignancy takes me back in a way to those college days. This is part of a tremendous cultural experience which I was offered and partook of at The College of Wooster.

MARK FITZGERALD '88
PITTSBURGH, PENN.

Where's Abe?

From the editor: The College's stunning renovated library plaza includes new study areas and a handicapped accessible ramp. But a number of you have noticed that it doesn't include the statue of Abraham Lincoln. Don't worry, say library officials. He'll soon be making his appearance inside the library.

Among curious readers was **Mary Dixon** '12, a former editorial assistant who wrote a feature for the Winter 2011 magazine (<http://tinyurl.com/a5mtqgh>) on Abe's history on campus. To see an interview between Mary and the late **Lee Culp**, who died Oct. 29, 2012 (pg. 61) and who championed Abe's presence on campus, go to <http://youtu.be/idaEBOn6o6g>.





Oak Grove

HAPPENINGS AROUND CAMPUS

Oak Grove

Moot Court continues to excel

Wooster's Moot Court team exceeded its already high record of excellence with a remarkable showing in regional competitions, capturing first place in three tournaments and also garnering top orator awards.

Senior **Rachel Shonebarger** and junior **Rachel Myers** led the way at the Midwest Tournament, capturing first place as a team and finishing first and third, respectively, as individuals on the list of Top Orators.

"Our success this year speaks volumes about the quality of our program," said Shonebarger, a Spanish major from Gahanna, Ohio. "We start weekly practices at the beginning of the semester, and we have a course (Topics in Constitutional Law and Appellate Advocacy) that is a great resource in helping us learn how law students write. Together, the practices and the class help everyone to get better. Also, our coaches, Professors **Mark Weaver** and **John Rudisill**, give us great feedback, and that helps Wooster finish among the top programs in the United States each year."

Wooster's top finishers advanced to the American Collegiate Moot Court Association National Tournament at Regent University School of Law in Virginia Beach on Jan. 18-19 (after the magazine went to press).



Members of the College's Moot Court team huddle between deliberations at a regional competition at Kauke Hall in late October. In its 10th year, Moot Court is advised by **Mark Weaver**, professor of political science. Photo: Karol Crosbie

Professor Wooster

No, really. **Robert Wooster III**, assistant professor of mathematics, was one of six new tenure-track faculty members to join the College's ranks this fall.

Wooster, who comes to Wooster with degrees from the University of Connecticut and a post-doctorate stint at West Point, teaches calculus and differential equations.

He is a descendant of the brother of General David Wooster—the city of Wooster's namesake—who died leading his troops in the Civil War. "As far as we can tell," says Wooster, "General Wooster never stepped foot on what is today Wooster."



Bravo! Musicians of note

"Neo-Ragtime," a CD by **Brian Dykstra**, the Neille O. and Gertrude M. Rowe Professor of Music Emeritus, was selected as one of *Fanfare* magazine's favorites. The CD, available at Amazon.com and iTunes, features rags for piano solo and solo instruments with piano accompaniment. The CD also received rave reviews from Cleveland *Plain Dealer* music critic Donald Rosenberg for "moving from the boisterous to the poignant, with ample harmonic variety, melodic appeal, and even levity to keep the ears entranced."

Jungyoon Wie '14, a junior composition major, was awarded honorable mention in the 2012 international Sejong Music Composition Competition for her piece for piano, violin, and cello. Wie based her composition "Chung-sung-gok" on a traditional Korean melody. She composed it while at home in Seoul last summer, with e-mail mentoring from adviser **Jack Gallagher**, the Olive Williams Kettering Professor of Music at Wooster.



College hosts its first Scottish Games

Approximately 125 bagpipers and drummers gathered on campus in mid-October to compete in the Eastern U.S. Pipe Band Association's competition. Organized by student members of the Scot Pipers, the event was the first time the College has hosted a competition (also called Scottish Games).

The purpose of hosting the competition, said **Andrew Donlon '14**, lead piper of the Wooster pipe band, was unabashed recruitment of talented pipers. "Many other schools have piping programs, but they recruit more than we do. What better way to get pipers to come to school here than to get them on campus and see how awesome it is. That's what brought me here!"

Donlon, a bagpipe music major, won second in the Grade 1 solo competition. Grade 1 is the highest level in the amateur piping hierarchy, one step below professional. The Scot Pipers and drummers won the Grade 5 competition. Donlon's goal for the band and the motivation behind his recruitment is for them to be ranked consistently at a Grade 3 level.

Wooster's world class piper

"These competitions are everything to us," says Donlon, who annually competes in approximately 35 events. A recent designation as overall champion for Grade 1 soloist in the eastern U.S. has won him entry into invitation-only contests, including one in Glasgow, where he was the only American to compete in an event billed for the "top 16 of the best young players in the world."

"These top level contests are the final step to achieving rank as a professional player; they are the beginning of my farewell to amateur playing," says Donlon, who hopes to go to graduate school at the Royal Conservatoire of Scotland in Glasgow for a master's degree in Scottish music. This summer, he will play in a pipe band in Scotland.

Donlon, a recipient of The Herr Family Scottish Arts Scholarship, grew up in Germantown, Maryland, watching



Andrew Donlon '14 competes in the College's first piping competition.

Photo: Karol Crosbie

his father play snare drum in the Washington, D.C., fire department pipe band. He regularly studies (via Skype) with Scotland-based Willie McCallum, considered by many to be the best piper in the world.

In addition to leading Wooster's pipe band, Donlon writes music for the group, including a recent piece titled "Wooster Pipe Band Jubilee," to commemorate the band's 50th anniversary. The Scot Pipers began in the academic year 1962-63.



ALUMNI BOARD NEWS

Call for Distinguished Alumni Award

To nominate an alumnus or alumna for a Distinguished Alumni Award for 2014, please complete and submit the nomination form found on <http://woosteralumni.org/nomdaa> or request a form from the Office of Alumni Relations. Nominations are confidential and are automatically reconsidered each year for up to three years. The award is presented annually to alumni who exemplify Wooster's dedication to excellence and commitment to service and have distinguished themselves in one or more of the following areas: their professional career, service to humanity, and service to Wooster.

New Board members

The Alumni Board welcomed its newest members, who began their three-year terms in June 2012: (from left) **James "Jamie" Haskins '85** is managing director of The Wilma Theater Inc. in Philadelphia, Penn. **Derek Longbrake '96** is pastor at the Bell Memorial Presbyterian Church in Ellwood City, Penn. **Courtney Young '96** is associate librarian and and associate professor of women's studies at the J. Clarence Kelly Library at Penn State Greater Allegheny, McKeesport, Penn. **Margaux Day '06** is an attorney at Jones Day in Columbus, Ohio. **Susan Hartt '70** is retired from corporate and private law practice.

David Gilliss '80, your Alumni Association President, will offer regular updates via the new Alumni Board Blog: <http://alumniboard.scotblogs.wooster.edu>.



Photo: Matt Dilyard

SCOT CENTER DONOR WALL

Last fall, Bogner Construction Company installed 111 bricks in a new donor wall outside the Scot Center. Additional donor bricks will be installed on either side of the wall this year, according to Rebecca Schmidt, director of donor communications and stewardship. Photos: Karol Crosbie



Legacy

STUDENTS



LEGACY STUDENTS Class of 2016

Generations of families have a way of sticking with us. Here are first-year students who are descendants of Wooster alumni.

Isabel Abarca

Grandmother, Katharine Griswold '56
Uncle, Stephen Bartlett '80
Cousin, Mara Asenji Bartlett '11
Cousin, Daniela Asenji Bartlett '14
Great uncle, Lincoln Griswold '52

Thomas Ames

Father, Patrick Ames '76

Annelise Bay

Grandfather, Gene Bay '59
Grandmother, Jean Stobo Bay '60
Uncle, Walt Bay '85

Eda Bell

Father, James Bell III '78

Anna Claspy

Grandmother, *Lois Hoffman Claspy '56
Aunt, Jane Claspy Nesmith '84

Margaret Connors

Sister, Kristen Connors '12
Mother, Laura Elder-Connors '82
Grandmother, Joanne Slocum Elder '54
Grandfather, Stewart Elder '52
Great grandfather *N. Carl Elder '23
Aunt, Ellen Elder-Joseph '88
Uncle, Bruce Elder '86
Great aunt, Eloise Elder Lindahl '49

Claire Corcoran

Grandfather, *John C. Dowd '55
Grandmother, Paula Hykes Dowd '55
Great grandfather, *David Dowd '25

Great grandmother, *Martha Combrink Dowd '27

Uncle, David D. Dowd '51

Aunt, Laurel Dowd '82

Andrea DeMarsh

Father, James DeMarsh '79
Aunt, Elizabeth DeMarsh Smith '76
Aunt, Kathleen Demarsh-Marzilli '78

Kristen Estabrook

Grandfather, *William Havener '44
Grandmother, Phyllis Johnson Havener '44
Aunt, Amy Havener Spencer '80
Uncle, Alan Spencer '78

Julia Garcia

Grandfather, Robert Tobey '57
Cousin, Caitlin Tobey Sirois '03
Cousin, Jamieson Tobey '98
Great Uncle, William Fenniman '60

Evan Gilcrest

Father, Roger Gilcrest '78

Alexandra Haines

Mother, Julie Haines Ferguson '86

Andrew Herst

Sister, Catherine Herst '14
Grandmother, Jeanne Tuttle Herst '49
Grandfather, Robert Herst '49
Aunt, Deborah Herst-Hill '73
Uncle, Richard Hill '74
Cousin, Jeremy Hill '98

Alexander Hopkins

Father, David R. Hopkins '70

Eric Hubbard

Father, Thomas Hubbard '77

Brock Jones Jr.

Father, Brock Jones '88
Mother, Elizabeth Fowerbaugh Jones '88
McDowell Jones '14
Uncle, Carl Schopf '93

Gwendolyn Kuzmishin

Father, John Kuzmishin '88
Mother, Lauran Burden-Weber '88
Sister, Lexie Kuzmishin '13
Grandfather, George Kuzmishin '52

Allan Latsch

Grandmother, Wilma Schwandt McCurdy '49

Christopher Logsdon

Mother, Katherine Vierow Logsdon '89
Father, Kevin Logsdon '88
Grandmother, *Jane Lusch Clevenger '34

Michael Long

Grandfather, *Winston van Dame '49

Lauren McConnell

Father, Scott McConnell '81

Dylan McCreary

Great grandfather *Arnold H. Lowe 1916

Torger Miller

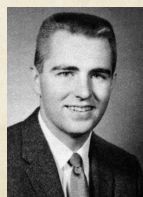
Father, Paul B. Miller '85
Uncle, David R. Miller '83

**deceased*

The family of MATTHEW KEENEY



Matt Keeney



Bill Keeney



Nancy Pickersgill



Ruth Minsel

Father, Mark Keeney '86
Grandfather, Bill Keeney '62
Grandmother, Nancy Pickersgill Keeney '62
Great grandmother, *Ruth Minsel Pickersgill '25
Uncle, Geoff Belz '90
Aunt, Heather Keeney Belz '90
Great Aunt, Sara Pickersgill Shaner '67

Calvin Milligan

Grandfather, Patrick Milligan '50
Grandmother, Carol Benson Milligan '52

Ian Murphy

Mother, Nora Land Murphy '86
Father, John S. Murphy '86
Cousin, Julia Murphy '12
Cousin, Patrick Murphy '09
Uncle, Doug Murphy '76
Aunt, Dana Vandenberg Murphy '76
Uncle, Alec Land '79
Uncle, David Land '81
Uncle, James Land '84
Cousin, Julie Land '14

Brittany Nicholson

Father, Andrew Nicholson '89
Uncle, H. Tim Nicholson '88

Colin Omilanowski

Father, Chet Omilanowski '81

Jacob Priest

Sister, Amanda Priest '13
Mother, Joan Withers Priest '84
Father, Jeffrey Priest '85
Grandfather, *Bruce Withers '54
Grandmother, Janet Bolgard Withers '55
Aunt, Lynn Withers Cameron '78
Great uncle, Dale Withers '57

Kate Redding

Sister, Hannah Redding '15
Grandfather, David Redding '46
Uncle, Peter Alward '75
Aunt, Marion Telford Redding '75
Cousin, Emily Ramirez '06

Kassandra Reese

Stepfather, Christopher David '89
Great great grandfather, *John Galloway '17

Margaret Reiser

Father, Danny Reiser '83

Kaelah Selby

Father, Jay Selby Sr. '83
Brother, Jay Selby Jr. '15

Alizabeth Solomon

Mother, Karla Thomas Solomon '87

Nathan Sundheimer

Father, R. Neil Sundheimer '81

Lauren Swank

Father, Damon R. Swank '62
Mother, Susan Heigl Swank '67
Grandfather, *Raynard C. Swank '34
Grandmother, *Ethel (Mershon) Swank '36

Joseph Whiston

Grandfather, Stan Galehouse '58
Great grandmother, *Olive Galehouse '34
Uncle, John Galehouse '93
Aunt, Kathi Wallace Galehouse '93

Clarissa Wildman

Mother, Sally Smith Wildman '85
Father, Thomas Wildman '83

Leah Zavaleta

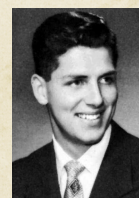
Grandfather, *Wilbur L. Orme '13
Uncle, *William C. Orme '13

The family of ALEXANDER RENTZEPIS



Alexander Rentzepis

Grandfather, James Williams '53
Grandmother, Marge Kurth Williams '54
Great uncle, John R. Williams, Jr. '53
Great uncle, Robert Kurth '53



James Williams



Marge Kurth

The family of JONATHAN NUTT

The family of MARY REINTHAL



Mary Reinthal



Carol Armstrong

Mother, Carol Armstrong Reinthal '80
Father, William Reinthal '81
Sister, Elizabeth Reinthal '14
Brother, Benjamin A. Reinthal '16
Aunt, Barbara L. Armstrong '84

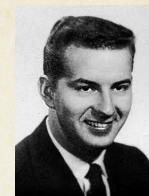


"Perhaps this photo isn't too suitable, but it is from the year I graduated. I was out of the country (when *Index* senior photos were taken). I graduated a quarter early and high-tailed it for New Zealand. If you do use it, it will bring a smile to a few faces."

— Bill Reinthal



Jonathan Nutt



Gerald Smith



JoAn Organ



Richard Smith

Grandfather, *Gerald Smith '60
Grandmother, *JoAn Organ Smith '60
Great grandfather, *Richard G. Smith '36
Uncle, Darrell Smith '89
Aunt, Jennifer Smith Dayton '88

story by

• KAROL CROSBIE •

Family

THEA
ZIMMERMAN
HERBST '18

HISTORIES & LEGACIES

RICHARD
PAUL
POETHIG '49

Thea Zimmerman and Richard Poethig's stories tell of two very different times on campus during the Great Wars. Thea was at Wooster as the curtains rose on World War I; Richard was here as the curtains fell on World War II.

Wooster's archived history is often enriched when family members contact us about their own family legacies. So is the case with the daughters of Thea Zimmerman and Richard Poethig.

Nancy Herbst Monroe Sechrest '50 brought letters written by her parents, Thea Zimmerman Herbst '18 and Robert Herbst '15 which Nancy annotated and published in 10 volumes. She also brought an overflowing scrapbook that her mother, Thea, kept while she was at Wooster. Thea's scrapbook joins the ranks of about 60 other scrapbooks compiled by students of yesteryear and housed at the library's Special Collections. But Thea's takes the prize for being jam-packed with mementos, including corsages,

invitations, party decorations, a portentous peanut in its shell, and a mysteriously meaningful stick of BeachNut chewing gum.

Margaret Poethig '83 brought news of a memoir, *On the Sidewalks of New York*, written by her father, Richard Paul Poethig '49. Margaret recorded her father reading aloud the memoir, added music and photos, and posted it on the Internet (www.onthesidewalksofnewyork.com).

Thea Zimmerman, the only child of Lillie and Samuel Zimmerman of Canton, wrote weekly to her parents, long letters full of affection, confidences, and news of her new home first at Hoover Cottage and then Holden. Sometimes reading like a diary, the letters include detailed accounts of menus, financial ledgers (The Wooster Handbook, for example, costs ten cents; graham crackers cost five cents), parties, formal dinners, and boys, boys, boys. (On campus for only four months, she writes home that “only three people have asked for dates this week.”) There is ongoing reference to sending home laundry, as there were no washers or dryers for student use. There are also many references to writing letters in the dark, as lights went out at 9:30 on weekdays.

For each volume, Thea's daughter, Nancy Sechrest, provides definitions, historical context, and summaries. She makes note of her mother's references to the Youngstown labor riots in January 1914, the flood of February 1915, women's voting rights, World War I, and scarlet fever on campus. She writes, “In 1914, the college did not allow dancing, drinking alcohol, or smoking. No one dreamed a woman could expect to wear trousers, so no one ruled against them. Thirty years later, when I was a Wooster student myself, dancing was pervasive, smoking was allowed in small basement rooms called “smokers,” and women wanting to wear trousers were limited to Saturday mornings when they cleaned their rooms and carried out the trash.”

Thea's letters are voluminous; following are a few excerpts:

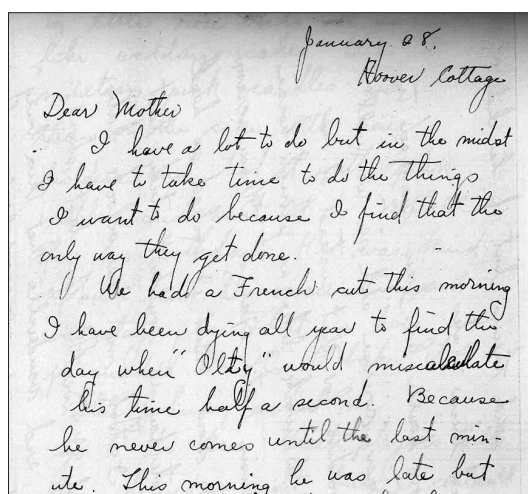


THEA ZIMMERMAN

1914-1918

September 1914

Thea arrives on campus and emerges as fun-loving, popular, and rambunctious:



“Just think, Lucy told me when I came in Tuesday evening that a gentleman called for me. I wonder who. Merrell is in my French class. I was to “the Shack” with Martha yesterday. I simply must study because tomorrow is a pretty big day and I told Jack I would go with them to the band concert tonight.

Friday evening the boys serenaded us. Oh, but it was pretty. They sang songs and yelled. Then they filed in line and came inside and had a snake dance all around the big hall downstairs. It was crowded, but they kept in line and sang while they walked around. We girls were ready for bed, but you know the stair railing goes around, so you can see from third floor down? Well, we girls lined up along the railing from the landing above first floor up in our kimonos with our hair down our backs and clapped them.

Thursday evening the girls danced over at Holden so I went over there and danced and didn't get home until a little late and Mrs. Crawford was after me again. Teddy Baird says I am keeping up Canton's reputation and they are very proud of the amount of stunts I get into over here. We sure do have some circus.”

November 1914

"Tomorrow night begin our prayer meetings. We have them every night this week and all of next. If it would assist me in my Bible lessons, I think I would appreciate it more. It seems to me it would have been a good plan to have had some of the meetings before Ohio went wet. Last night when Mr. Scott and I were coming from church, we were figuring out just where the saloons would be located in Wooster."

The girls are having a circus downstairs. They are singing 'There is no place like Home' or 'Home Sweet Home' and each verse is slower than the others and between each one they break down and cry and some break into crying before and the last verse is a wail. Now they are laughing and singing, 'Weep no more my ladies.'"



April 1915

In which Thea skips church for a country picnic and proudly pastes her letter of reprimand from the College's disciplinarian into her scrapbook page titled "All on a Sunday's morn."

"Of course you wonder why I didn't write on Sunday? Well I was too much occupied! On Sunday!!!! Now I am going to put in a plea first and I don't know but what you'll have to forgive me the crime committed yesterday. You know what a perfectly wonderful day it was, well, we couldn't stand it. So Merell and Gene got a Sunday dinner packed into Merell's little bag, then they took their Kodaks and went about two miles into the country, in other words to the bridge beyond Highland. Tish and I dressed to look dressed up. We walked out big as life and twice as natural . . . Until we came out of sight of Hoover, then redoubled and went out a country road."





April 1915

Thea's letters to her father reflect a love for nature that appears to serve as a strong connection between them.

"Saturday morning we had a long walk and there is the dearest little winding creek that just rambles all over the country around here. In the woods, one hillside will be white with bloodroots and another delicate pink with spring beauties and the denser woods is blue with hepaticas, which are larger and finer than those at home. Then on the meadow along the creek were patches and patches of little bluets, and on the bank back of an old deserted house yesterday we saw that it was just blue with violets. Papa, they were as big as pansies and just as velvety. I just wish you were here some beautiful, sunshiny day; we'd take our lunch and I'd tramp with you over miles, for I know this country rather far now. You should see me; even though I am in school, the back of my neck and a v-shaped place in front is burned and my freckles! Oh daddy-man!"

May 1915

Thea's first reference to the man she would marry, a senior.

"I went for a walk with Bob Herbst yesterday. I tell you, I think too much of him for my own good because he is grand to everyone alike and too popular to pay much attention to poor little me and I'm going to quit."



October 1916

In which Thea tries voodoo as a Scots victory strategy:

"Friday night a bunch of us sophomore girls decided to at least pave the way to victory. So we took a square of white cheesecloth and painted in black 'jinx' on it. Then we put it in a coffin, which was a candy box. We all took candles and solemnly marched to the old athletic field. There we dug a grave and from the box pulled the 'jinx' and cremated it until there was hardly any ashes left. We turned it over and over and while it burned we walked around singing 'Wooster Jinx lies a burning in the grave, while football marches on.' With due regard and gravity, we buried the remaining ashes and placed the burning candles around on the grave, and erected an epitaph. Then we gave a lot of yells and came home. Saturday came the game. We lost. I wept."



In her junior year, 1916-17, Thea works hard as a staff member on the *Index*, is initiated into the Franklin Literary Society, and writes to her parents about the measles epidemic. In her introduction to this volume of letters, Thea's daughter writes: "War was declared in April. On campus, as compulsory military training began, students watched the fellows drill nightly until 8:30 p.m. Dean Compton gave permission to leave college to the male students who wanted to go home for the purpose of farming. On May 11, classes were dismissed for all students to go to the railroad station to bid farewell to the men leaving for military service."

In Thea's senior year, 1917-19, Sechrest writes that the College is winding down: "Thea writes that Bob Herbst and other friends have been drafted into military service. In late winter letters are full of dinners, dates, clothes, and several war weddings. As there is no hot water in the dorm, Thea heats wash water in a basin on the radiator for an hour or so. Few men are left on campus. She is petrified at the prospect of teaching."

"School affairs wind down, students take final exams; Thea is elected for the Honor Society. Bob is ready to 'move out' to France. Against the backdrop of the war, the college graduation ceremony on June 2, 1918, appears to be an anti-climax."



RICHARD POETHIG

1945–1949

Summary and excerpts from “The Sidewalks of New York,” by Richard Poethig, who went on from Wooster to a lifetime of spiritual leadership, retired as director of the Institute on the Church in Urban-Industrial Society, and lives in Chicago.

Arriving at Wooster



In late January 1945, Richard Paul Poethig climbs off the train that has taken him from his hometown of New York City and sets foot in Wooster for the first time. After unsuccessfully attempting night classes, against stiff odds he has decided to enroll at The College of Wooster to begin a course of study that will prepare him for seminary. Dick leaves behind his father, who works two jobs in the food industry to support the family, a mother who is terminally ill with tuberculosis, and a younger sister.

“There was no joy in leave-taking. I felt burdened by my decision to head off to Wooster. My father had been raised in a working class family. He saw his responsibility to meet all his family’s needs. His life was to be the provider. And he expected the same from me. Leaving New York in the middle of winter to begin a new venture was a sober undertaking.

It was an agony for me. But I knew what I wanted to do with my life.

The Broadway Limited arrived in the Wooster station in the early afternoon. The skies were gray with snow filled

clouds. The station and the town were white. I was the only passenger to get off in Wooster. I caught the attention of the stationmaster as he headed back into his office. “Which direction is The College of Wooster?” He looked down at my large valise and pointed to a street, which headed uphill: ‘Up that street about a mile. You want a taxi?’ ‘No, I think I can make it. I’ve been sitting a long time,’ I told him. So I began my journey. The hill was long and my overpacked valise was heavy. The footing was precarious. But I hauled my way up Beall Avenue with more than a few stops along the way.”

Balancing Work and College

Dick takes a job in the kitchen at Holden Hall (by the end of his sophomore year he will be working five jobs) and lives in the private home of an elderly widow. An academically successful first year leads to his return to Wooster for his second semester. After spending time with his family over the summer, he continues to be conflicted as he resumes his studies.

“I left New York in the fall, unsettled in spirit. I felt a sense of foreboding. I had to keep looking forward. The very act of getting on the train and heading west was an act of breaking with the past.

If any uncertainty existed it was soon lost in the excitement of arriving on campus in September. The campus was vibrant with the joy of the sudden end of the war. For four years everyone’s attention was on the daily reports from the theatres of war. Now people could think and plan for the future. It was a unique time to return to a college campus. There was relief among the incoming men

students that the possibility of being drafted into military service was less pressing. Women students could look forward to friendships, which were not suddenly broken by the departure of boy friends.

I became more aware of the different social backgrounds of fellow students. They had come from suburban or small town high schools. They lived in family homes with fathers who held professional, business, or white-collar positions. The politics of most of my classmates was Republican. Within this larger context, my democratic leanings became the flash point for heated discussions.”





Changing the World

By the time he graduates, Dick is elected to several leadership positions in which he successfully organizes student Democrats and liberals. By 1949, he is no longer a liberal oddity. The inner turmoil of pursuing a profession in the ministry as his family struggles, deepens when his father suffers a fall, resulting in lifetime epilepsy. In April of his sophomore year, his mother dies. Dick declares history as his major, continues his work in political organization, and strengthens his resolve to continue pursuit of a profession in the ministry.



“Becoming an active part of the League for Industrial Democracy with its history of struggle for the rights of working people added to that sense of who I was and what I believed in. This, I thought, is what education should be about. It was not in personal academic pursuits, in competing for grades, or in establishing oneself as a professional. It was to be equipped to take part of the movement for change in the world. That change for me was related to justice for working people around the world, and for opening up society to those who had been shut out. Education meant to learn what you need to know to bring justice and greater equity in the world. This I came to believe, was my calling. It was the center of my religious commitment.”

Deepening Commitment

Dick finds a welcome similarity between his minister back home and the College's president, Howard Lowry.

“The preaching of Rev. George Buttrick had deepened my commitment to the Christian faith. Buttrick made the connection between faith and living a meaningful life in the world. Lowry was now making the connection between education and life. Life was a continuing learning process—one which never ended. Whenever Lowry spoke in chapel, he always laid down a challenge. The same commitment Buttrick called for in his preaching, Lowry conveyed in how you were to develop your education. Education was for service in the world. It was not only for your own development, it was to be beneficial to the larger world.

It was also apparent in Lowry's thinking that education was a tool for deepening and broadening your faith. In my first religious course at Wooster, the Bible was explored from all angles, as literature, as history as archaeology, as politics, as the faith journey of a particular people. It was dissected and critically assessed. This disturbed some students who had come from more conservative backgrounds. It was no threat to my faith perspective. It only deepened my appreciation of the quest for an illuminated life. Scientific inquiry was to go hand in hand with religious inquiry to provide foundations for the understanding and living of life.

With each passing week, I was finding the prospect of a liberal education more exciting. I knew I had made the right decision.”



FINDING THE
PERFECT
FIT

and keeping it



ADMISSIONS AND RETENTION
AT THE COLLEGE OF WOOSTER

Story by
KAROL CROSBIE



From its pool of more than 5,000 applications, how does Wooster identify and enroll a class of 560 first-year students with attributes that reflect who we are and shape who we will become? What is the best way to ensure that the demographics of the class of 2018 come close to a mix of recent years: 15-20 percent domestic students of color, 5-10 percent international students, a relatively equal mix of men and women, all ranges of socioeconomic status, and nearly every state of the nation? ■ The admissions process is about timed mailings, strategic messaging, a unique selling proposition, and the competitive edge. But mostly it's about people and the connections they make.

— ADMISSIONS PROFESSIONALS —
WEAR THREE
HATS

dean of admissions



Those connections are far from simple. “Admissions professionals really wear three hats,” says Jennifer Winge, dean of admissions. “We’re marketers, educators, and counselors.” And if admissions skills are diverse, the venues in which they are wielded are equally so—in an e-mail, text or phone message, a roomful of people, or a small table at a coffee shop.

The goal of all this is simultaneously simple and difficult: The match must meet the needs of both the student and of the institution. The process of arriving at that honest assessment was one of the things that attracted associate director of admissions Charles Laube '01 to his profession. “I was tired of people making promises about education, and consumers relying on misinformation,” he says.

With due respect to the marketing and communications efforts behind the simple act of showing up (the metaphor of the swan’s energetic and propellant feet hidden under her serene, gliding body come to mind), Woody Allen may well have been describing higher education admissions.



“EIGHTY PERCENT OF SUCCESS IS SHOWING UP.”

— WOODY ALLEN

SHOWING UP

Showing up showcases the key to Wooster’s success: its people. The family who shows up at the inviting Gault Admissions Center is efficiently and warmly greeted by campus visit coordinator and receptionist Melanie Schultz and by student admissions assistants. The high school student who uses a free period to show up at a meeting with a Wooster admissions counselor who is visiting her school gets remembered. The alumnus who shows up at a coffee shop to interview a prospective student makes a difference. The Wooster student who shows up to give a tour to a high school student becomes the College’s most effective voice.

The High School Visit

On a day in mid-November, Charlie Laube '01 pulls into the parking lot of a high school in Bay Village, Ohio. Bay High School is one of approximately 500 high schools in 30 states that eleven admissions staff members will visit in the course of the year. “Flexibility is important,” says Laube, in his sixth year in his position at Wooster. “You never know exactly who will be waiting for you. I still get nervous before I go into an interview. It’s the human condition—two strangers coming together to talk about what could be some pretty neat things. That can be scary!”

Only one student—a serious and slightly nervous junior named Katie—shows up, and she and Laube head for a table in the lunchroom. Laube notices that Katie is carrying a French book and begins the conversation by asking her about the course.

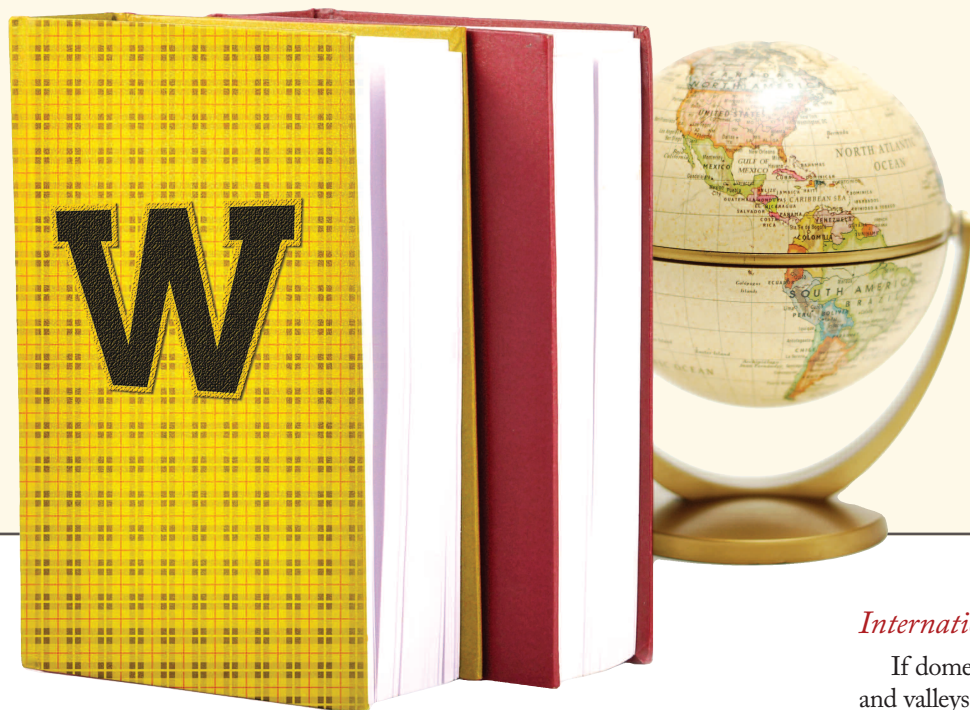
What he doesn’t ask is as important as what he does, reflecting an important Wooster philosophy: “I’ll never ask students what they think they’d like to major in,” he says. “The fastest way to put students back on their heels is to expect them to know what they want to do for the rest of their lives.”

He asks Katie how she feels about academic competition. She shrugs. “I used to care more than I do now. It gets old.”

[above] Charlie Laube '01 meets with a prospective student at Bay Village, Ohio.

“IN ONE WEEKEND, IN JUST ONE COUNTRY OF THE DOZEN DURING MY TRAVELS THIS YEAR, I’LL VISIT HIGH SCHOOLS, TALK TO COUNSELORS, AND INTERVIEW STUDENTS.”

— J.P. YATES, DIRECTOR OF INTERNATIONAL ADMISSIONS



Katie’s reaction is typical and revealing, says Laube. “In many high visibility, prestigious boarding schools and even in some public schools, there is this drive towards getting the highest grade, getting the highest GPA, having the highest test scores. Many students are disillusioned with this constant pressure. I tell them that at Wooster they can have all the academic challenge that they want, but at no point feel as if they are trying to out-do their fellow students. People who come here want to learn in a supportive and collaborative environment.”

Katie has visited the Wooster campus with a friend (“It was cute,” she says, and then hurriedly reassures, “but in a good way!”). Again, her experience is typical, says Laube. “The college admissions process is a series of peaks and valleys. A person might visit the campus and they’ll be beaming from that experience and really enjoy it. But some time goes by, and that memory begins to fade. The high school visit can rekindle some of that excitement.”

Katie’s showing up for Laube’s visit will result in her getting remembered. (And in a good way, assures Laube.)



International Recruitment

If domestic enrollment recruitment has the luxury of peaks and valleys, contacts abroad must be at an almost constant peak, says J.P. Yates, who began as director of international admissions last summer. “The process is compressed. In one weekend, in just one country of the dozen during my travels this year, I’ll visit high schools, talk to counselors, and interview students.”

Invariably, the international educational communities hold undergraduate research in high regard and understand its value, says Yates. “The only concept I sometimes need to clarify is the word ‘college,’ which in many cultures means ‘high school.’”

Wooster is continuing its centuries-old relationship with India with outreach that includes visits from India-born Shila Garg, William F. Harn Professor of Physics, President Grant Cornwell and Peg Cornwell, and Scott Friedhoff, vice president for enrollment and college relations. While a visit to a high school in Kolkata, a city that Garg describes as “a Wooster stronghold” may result in an assembly with the entire junior class, visits to Mumbai, Delhi, and Bangalore are more likely to be informal one-on-one lunchroom visits or participation in a college fair. “In recent years, college recruiters have descended on India and China and if you don’t have connections, a presence at the institution is more difficult,” says Garg.



[left] Students at the sophomore retreat participate in a team-building game. Optimally, each class will include approximately 15-20 percent domestic students of color and 5-10 percent international students.

[above] Barry Eisenberg '85, an Alumni Admissions Advocate, reconnects with Katherine Tuttle '15, whom he interviewed when she was an applicant.

Flexibility and creativity are essential to the process. For example, Ragav Munuswamy '16 from Chennai, India, remembers receiving an e-mail from Garg, who had found his name in a database of students potentially interested in Wooster. She was visiting her hometown of Chennai to see her mother, and would Ragav like to meet for a cup of coffee and a chat? Ragav had completed one year of college and was looking for a college with a smaller professor-to-student ratio and one where he could major in neuroscience. Today, Ragav honestly admits that while Wooster wasn't originally his first choice, the creative environment of inquiry (the cricket club also didn't hurt) has convinced him this is where he was meant to be.

The Alumni Interview

More than 200 alumni serve as Alumni Admissions Advocates and in that role interview prospective students throughout the world. Coordinated by Landre McCloud '05, assistant director of alumni volunteers and alumni relations, the program allows prospects and alumni to talk about a common interest: The College of Wooster.

For example, in December of 2010, advocate and Alumni Board member Barry Eisenberg '85 met Katherine Tuttle at Starbucks in Rockville, Md. The senior from Reservoir High School shared her interests and successes

(soccer, her research on déjà vu for a psychology class), and Eisenberg listened and shared about his experience as an English major at Wooster. Later, in an e-mail to McCloud, Eisenberg wrote, "Wow! . . . Katherine came across as highly intelligent, enthusiastic, and confident."

After her interview with Eisenberg, Katherine returned to campus for her second visit, including an overnight stay in the residence halls hosted by a member of the soccer team (a successful strategy used to good advantage by athletic department staff members).

Today, Katherine Tuttle '15 is a member of the soccer team and recently declared English as her major, with a minor in Russian studies. (She and her sister were adopted from Russia.) She and Eisenberg recently met on campus when he was in town for an Alumni Board meeting, and she made a shy confession. "I had really already decided on Wooster when I met you for our interview."

Although interviews are conducted throughout the year, admissions staff and alumni volunteers pull out all the stops on National Interview Day in early December to offer prospects an opportunity to drop in at coffee shops and offices in 32 U.S. and five international cities to visit with alumni. National Interview Day, in its second year, has resulted in over 200 interviews, says McCloud.



[1] Guests at Scot Saturday visit laboratories at Severance Hall, where they are greeted by Student Government Association president and admissions intern Kathryn Sullivan '13, and then proceed to Kauke Hall, where Ngozi Cole '15 [2] describes campus traditions. The event allows prospective students to learn about both the places and people of Wooster. [3] Ngozi Cole '15 explains Kauke Arch traditions to visitors during Scot Saturday and leads them to their next venue.



Touring Campus

If you eavesdrop on any of the approximately 5,000 tours given on campus every year, you invariably hear visitors say the same thing. As they follow their guide down brick paths and through wooded groves, a mother, father, son, or daughter will say, "This is how a college is supposed to look." Ongoing exploration reveals that Wooster is not just a pretty face. No event does it better than Scot Saturday.

Scot Saturday

While the campus tour is a staple at most colleges and universities, the format of Scot Saturday is more unique and one that Wooster is particularly proud of, says Scott Friedhoff, vice president for enrollment and college relations.

On a Saturday in late October, approximately 85 prospective students and family members grab a muffin and head for the Wilson Governance Room in the new Scot Center. Large, plentiful windows look out on early preparations for the football game, scheduled later that day. Members of the Scot Band, in full MacLeod tartan regalia, have begun practicing, unaware that they are part of a very successful and vibrant advertisement.

The visitors are divided into four groups and a student guide takes them to four locations, where additional students and staff hosts are stationed to greet them and talk about the College's places, people, and programs.

For example, one group—led by Ngozi Cole '15 and

Anders Moller '14—stops first at Babcock Hall, where Deja Moss '14, a history major/multicultural studies minor and president of the Black Student Association, talks to them about Wooster's culture—everything from flex dollars, to COW cards, to the Civility Pledge.

Next stop is the new APEX Center in Andrews Library, where Alex Harmony '13, anthropology major/chemistry minor, explains the College's integrated student services and Independent Study. Like the other student guides, Alex's address is modestly and elegantly constructed to reveal just enough personal experience: "When I went to Nairobi to study gender roles," she says purposefully, "my mentor and I were in constant touch."

Senior associate admissions director Cathy Finks greets the guests at the Severance Chemistry building, where the group settles into a classroom, introduces themselves, and responds to Finks' question, "How many of you are nervous about the cost of attending here?" Her explanation of scholarships includes a persuasive point: "Our endowment allows students to keep scholarships throughout their four years here. It isn't dependent on a GPA. This is an intentional philosophical decision. We want to push you to explore and not worry about how many A's and B's you're making."

When they return to the Scot Center, they are again welcomed by a beaming Scott Friedhoff, who observes the interactions between staff members and guests.

"There's just so much to be proud of," he says.

“THE QUALITY AND QUANTITY OF STUDENT SERVICES, RESOURCES,
AND FACILITIES HAS GROWN DRAMATICALLY.”

— ROBYN LADITKA '01

RETENTION – FROM ARCH TO ARCH

Alison Schmidt '75, associate dean for academic advising and associate professor of education, remembers the intervention that kept her from transferring from Wooster during her sophomore year. It was Fall 1973, and she had already applied to and been accepted at a large Midwestern university and was fully intending to transfer the following quarter. She attended an awards ceremony and sat beside the late Ray Day, professor of sociology and director of the College's off-campus urban studies program. The disenchanted student and dynamic professor had not met before, but they quickly connected.

“Ray said to me, ‘Would you do me a favor? Before you transfer, would you spend a quarter off-campus in the urban studies program?’ I said, ‘Why not?’

“I went to Birmingham, Ala., and worked with autistic and challenged children. I came back to campus knowing that I wanted to be a teacher. I finished happily and with focus, thanks to Ray Day.”

But the intervention was serendipitous rather than intentional. “Back then, the College wasn't so interested in retention,” says Schmidt.

Today, increasing and/or stabilizing retention rates is an important goal, as evidenced by the appointment of an associate dean-level position dedicated to the effort in 2010, the first year the College achieved a 90 percent retention rate. This fall, Robyn Laditka '01, who has worked in Wooster student services for the past nine years, was appointed associate dean of students for retention and academic engagement. She was joined in her effort by two staff members—MartTeze Hammonds, assistant dean of students for retention and academic engagement, and Ben Hancock, assistant dean of students and director of special programs.

The quality and quantity of student services, resources, and facilities has grown dramatically since she was a student here 15 years ago, says Laditka. “It's amazing, really.”

IN 2010 THE COLLEGE
ACHIEVED A
90%
retention rate

WHY WE CARE

Intervening in the complex and interrelated reasons that contribute to a student dropping out or transferring isn't about saving tuition dollars. And it isn't even about remaining competitive with peers in the "Ohio Five" top-ranked liberal arts colleges. (Although Laditka vows that "there's absolutely no reason why we shouldn't have retention rates as high as Oberlin, Kenyon, and Denison.")

The reason retention matters, say faculty and staff involved in the effort, is because it is the most visible, tangible, and meaningful measurement of the holistic health of the institution. "It's a measure of how well we're serving our students," says Hank Kreuzman, dean for curriculum and academic engagement. When the nature of interconnected services—from academic, to social, to health, emotional, and financial support—is understood and coordinated, students graduate with a sense of purpose.

Before 2010-11, Wooster's retention rates were in the mid to high 80 percent range. The 90 percent retention rate that the College currently maintains is a good place to be, says Laditka. "A ninety-percent retention rate is the marker that a program is functioning effectively. The hard part is that our rates aren't at the 50-60 percent level that many large institutions are seeing. When your goal is to move from 89 percent to 90 percent, literally every student matters."

HOW WE DO IT

There are two important elements, say Wooster's retention team members. The first is intensive one-on-one work with individual students. "It's labor intensive," says Laditka, whose team devotes much of its energies to case management and intervention. "But we think if a student is in the middle of a crisis, that's the best way of working."

The second is collaboration among all corners of the campus—from health care professionals, to coaches, to faculty, to residential life staff members. "Everybody is working towards the same goal," says Laditka.

"One of the biggest reasons that students leave is because they're not involved; they go to class, they study, they go back to their rooms," says Laditka. "They're not engaged. We're constantly looking for methods and programs to increase and enhance levels of involvement."

With a full understanding that almost any effort that serves students could be considered a retention effort, a few representative and key programs have been identified.

"THE ARCH PROGRAM HELPS TO ENSURE THAT STUDENTS WILL BE WALKING THROUGH THE ARCH TO GRADUATE IN FOUR YEARS."

— ALISON SCHMIDT, ASSOCIATE DEAN FOR ACADEMIC ADVISING
AND ASSOCIATE PROFESSOR OF EDUCATION



Early Expectations: From ARCH to Arch

Successful retention begins with recruiting and admitting the right student and clearly outlining expectations during the summer program for incoming students, Academic Registration Creative Horizons (ARCH), and during the four-day orientation. "The ARCH program helps to ensure that students will be walking through the arch to graduate in four years," says Schmidt. "From the moment they set foot here, they receive a clear picture of what to expect and our hopes for them."

The three-year-old ARCH program, which involves teams of faculty, staff, and upperclassmen from varied corners of campus, yielded an unexpected benefit, says Kreuzman: "Everyone ended up with a higher degree of understanding and respect for what others on campus are doing."

[right] When she was a first-year student, Casey Wade '15, left, had regular meetings with Celeste Tannenbaum '13, a religious studies major and education minor with years of experience as a camp counselor, as part of the Peer Mentoring program.



Early Intervention: First Watch

Every Monday at 3:00 p.m., a committee of faculty and staff representing academic and student services meets to share notes about students who are experiencing difficulty. Launched approximately 10 years ago, First Watch successfully “breaks down barriers between offices and lets us talk about individuals,” says Kreuzman. One committee member is designated as a point person for each student in First Watch, coordinating the response from the entire College’s student support system.

Peer Mentoring

It was fall semester 2011, and first-year student Casey Wade was not having a good year. “There was stress between some of the women on my floor, and I wasn’t enjoying some of my classes. I didn’t know what my major should be and I thought, oh my gosh, things are rolling out of control!”

Her adviser was Cathy McConnell, associate director of advising and experiential learning, who coordinates the Peer Mentoring program. She recommended that Casey connect with an upper-class student, trained to mentor. Every week, Casey met with Celeste Tannenbaum ’13, a religious studies major and education minor with years of experience as a camp counselor.

“Celeste did a lot of listening and helped me put things into perspective,” says Casey. “She told me, ‘A lot of people go through this. Be calm.’ It was great to connect with somebody who was outside my friend group.”

Casey, who teaches swimming to children with cerebral palsy, came to Wooster thinking she wanted to study neuroscience to prepare for medical school. “But I found that my interests were really in political science and that my desire to help children with disabilities could be served through working with policy; it was a better fit for me. Celeste gave me a lot of reassurance as I worked through this.”

Global Envoys

A team of students who have studied off campus advise younger students interested in the experience, through formal and informal avenues, including speaking to classes, student groups, and athletic teams; connecting through Facebook; and holding open office hours at central campus locations.

Reentry to campus after studying abroad can be challenging, and global envoys help as travelers reorient themselves.

Developing Skill Sets : COW 101

Informal workshops allow first-year students to drop in every Tuesday at APEX—the College’s newly created center devoted to advising, planning, and experiential learning. First-semester classes range from reading, writing, and research skills to how to study for a mid-term or write a resume. During spring semester, students can learn about choosing a major, how to take effective notes, how to communicate with faculty, and summer internships.



Sophomore Retreat

On a golden fall day in mid-September, 83 sophomores, 15 staff and administrators, six upper class student mentors, and 10 faculty gathered at an outdoor educational retreat in the Mohican State Forest. The weekend began auspiciously with the bus breaking down less than a quarter of a mile from the retreat center. As everyone pitched in to haul supplies up the hill, we wondered if this was part of a plan, devised to test our skills. But no, sometimes a broken bus is just a broken bus.

The games and exercises that were devised to teach and reveal began almost immediately. Could a circle of 100 people form itself into the shape of the United States within seconds? (How about without speaking?) Could small teams of people lower a hula hoop to the ground without lifting their fingers from the hoop? Could teams stand on a clunky, graceless teeter-totter and make it level long enough to sing “Row, row, row your boat?” Could participant pairs figure out a new way to greet each other, or devise a new dance step, or shake hands with their feet? Metaphors came to life as retreat director Matt Broda, assistant professor of education who specializes in experiential learning, shouted out instructions.

The goals of the retreat, in its third year, are multi-faceted: to connect meaningfully with others from the campus community; to understand what that community has to offer outside of the classroom; to use problem-solving as a way to illuminate different personality types and different ways of teaching and learning; to watch attitudes towards success and failure being played out.

“The goal with experiential learning,” says Broda, “is to end in a different place than where you started. “You unfreeze an old idea, change, and then refreeze within a new reality. Chances are that you won’t ever go back to being exactly who you were before.”



AT LEFT The sophomore retreat is characterized by dozens of

team-building games and problem-solving tasks, including Helium Hoops (bottom right): A group is asked to slowly lower a hula hoop to within four feet of the ground, with the hoop resting on just two fingers of each participant. Each player must remain connected to the hoop at all times. But the more players conscientiously remain connected with outstretched fingers, the more likely the hoop will slowly rise (thus the name of the game), not go down. Players quickly learn that if they cheat and remove a finger (no one will know), they can achieve the common purpose and the collective goal. They can win. In unison, they can crow “Oh yeaah!” the sophomore retreat victory cry. “It’s a great way to talk about integrity and ethics—the kinds of things embodied in the Wooster Ethic,” says retreat coordinator Matt Broda.

AT RIGHT MarTeze Hammonds leads a Hump Night discussion.



**“DEAN HAMMONDS BRINGS US TOGETHER,
HE’S THE KEY. HE COMES AND CHILLS WITH
US. HE’S BEEN WHERE I’VE COME FROM,
AND ARRIVED AT WHERE I WANT TO GO”**

— HENRY PHILLIPS '14

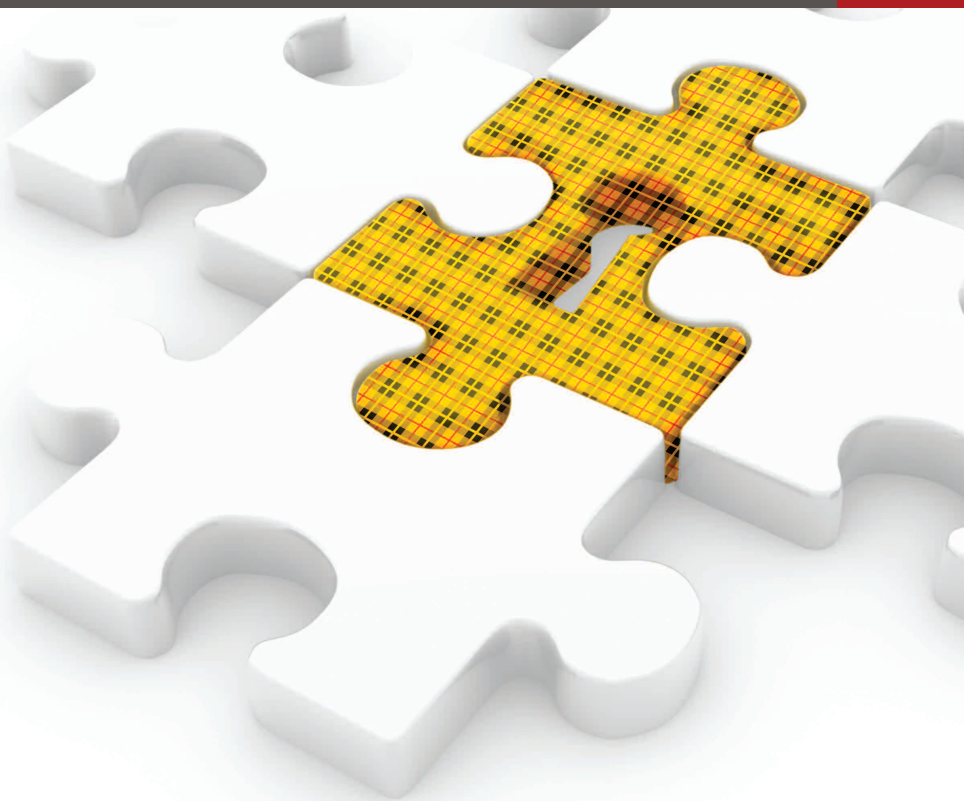
The 24 hours spent at the camp were fast-paced and diverse, including an examination of Myers-Briggs personality assessment, a high-spirited contra dance, and a night walk in the woods, culminating in a candle-lit meditation held in the center of a dark meadow. Sunday was devoted to the kind of high adventure that illuminates real-life challenges. For example, when a kayak tipped over, spilling its non-swimming sophomore into the lake, everyone pitched in to rescue and encourage. “It was great to see us working together,” said Celeste Tannenbaum '13, a peer mentor.

And Ray Tucker, counselor at the Student Wellness Center who is afraid of heights, may have screamed loudly as he plunged across the zip line, but he did it!

“The whole point is to be more intentional about knowing yourself,” says Broda.

When students return to campus, they relate to their retreat comrades in a different way, says Broda. “There is a shared experience, a kind of institutional mythology that makes the campus smaller and their networks bigger.” The retreat experience also affects how attendees support and understand students who didn’t attend, he says.

“At any one time, there are about 300 students on campus who have attended the retreat. They are a powerful core.”



Targeting Populations: Hump Night

Every Wednesday evening, 15-20 students come to study for two hours in the Lowry Center’s Tartan Room. But if the image of a stuffy study hall comes to mind, banish it. While the evening really is about studying (the students identified the need and suggested it themselves), it also turns out to fill another need that is just as important: building community. The first hour is spent quietly studying, the second in free-ranging conversation—from discussions about politics to graduate school opportunities.

MarTeze Hammonds, assistant dean of students for retention and academic engagement, arrived on campus this fall in a newly created position. While the goals of his position are straight-forward (retain minorities and first-generation students), strategies can be as informal as Hump Night. “It’s a consistent time and place where brothers and sisters can come together and tell their stories,” he says. “I’ve had conversations about finances, emotional matters, and future plans. These are connections that happen best when you go out to the students, rather than asking them to come to you.”

As with most of the programs, Hump Night’s success comes from people power, say the students. “Dean Hammonds brings us together,” says Henry Phillips '14. “He’s the key. He comes and chills with us. He’s been where I’ve come from, and arrived at where I want to go.”





PHOTOGRAPHERS

THE CREATIVE VISION OF
WOOSTER PHOTOGRAPHERS



SPORTS PHOTOGRAPHY

CLINT
THAYER

ROBYN
PERRIN
'96

**FOCAL FLAME
PHOTOGRAPHY**



EMMA
POWELL
'08

FINE ART

Emma Powell Photography



'78
JOAN
BLANCHARD

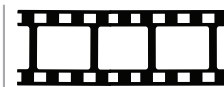
DOCUMENTARY PHOTOGRAPHY

MATT
DILYARD

College of Wooster



CAMPUS
PHOTOGRAPHER



MICHAEL
FAGANS

'91

PHOTOJOURNALIST

STORY BY
KAROL CROSBIE





SPORTS
PHOTOGRAPHY

CLINT
THAYER | ROBYN
PERRIN

FOCAL FLAME PHOTOGRAPHY

'96



married for 14 years, Clint Thayer and Robyn Perrin met on their first day at Wooster at band practice (they both played bass drum) and never looked back. Their unique product and client service model is possible because of their interdisciplinary skills, they say. Robyn, who studied biology at Wooster and also is a technical writer and marketing professional in the life science industry, and Clint, who studied art and computer science and is also a web developer, founded Focal Flame Photography in 2010. "Our liberal arts education helps us to blur the boundaries between disciplines," says Robyn.

▲ Focused on the intensity of competition, a cyclocross racer careens through the U.S. Gran Prix of Cyclocross Planet Bike Cup in Sun Prairie, Wis.

Portrait: Nick Wilkes

5 PHOTOGRAPHERS

CLINT THAYER | ROBYN PERRIN



The couple offers amateur athletes not only photographs of a milestone race (Clint) but also the story of the event (Robyn), bound into a 120-page hardcover book. To tell a story, Robyn interviews the athlete and his or her coach, trainer, and family members. “It’s very intense,” she says. “Athletes are motivated to take on a big challenge because of something that has happened in their life—they turned 40, or survived cancer, or are honoring a loved one.”

Clint’s unique style is a departure from the typical freeze-frame photo documentary photograph that answers questions of ‘who, what, when, where, and why?’ “When you’re not constrained by those questions—when you want to capture how an athlete is feeling, you can add layers of symbolism and evoke layers of meaning,” he says.

Clint’s abstract, sometimes impressionistic style wins him awards as well as clients. His work has been exhibited at the Second Annual International Fine Arts Competition: Commitment to Excellence in Art and Sport at the National Art Museum of Sport, and at the Center for Photography at Madison, Wis. He has also been published in arts and sports magazines.



WWW.FOCALFLAME.COM

▲ A cyclocross racer measures an upcoming corner during the USGP Planet Bike Cup in Sun Prairie, Wis.

▶ A competitor’s fervor is captured during the Madison Capital Criterium, the final stage of the Tour of America’s Dairyland cycling race.

◀ At the swim start of IronMan Wisconsin, thousands of athletes kick and claw past each other in open water, jockeying for position.

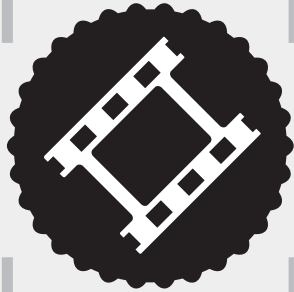


“When you’re not constrained by those questions—when you want to capture how an athlete is feeling, you can add layers of symbolism and evoke layers of meaning.” — CLINT THAYER

MICHAEL
FAGANS

'91

PHOTOJOURNALIST



▲ The Bakersfield high school choir and alumni prepare to rehearse.

◀ Soldiers of the 10th Mountain Division from Fort Drum, N.Y., play a game of Risk as they wait to fly into Afghanistan, September 2003.

WWW.MICHAELFAGANS.COM



"Photojournalism pays the bills. The other outlets allow me to give back to society."

— MICHAEL FAGANS



With both an undergraduate and a graduate degree in political science, Michael Fagans was well poised to launch a successful career, which he promptly did by securing a position as legislative aide to a New York state senator. And then one day after a difficult legislative session ended, he found himself on a solo hike in the Adirondack Mountains, taking photographs and loving it very much. "I said to myself, 'I could make a living doing this. Or I could go back to the office.'" He decided on the former.



A degree in photography from the Rochester Institute of Technology led him to a position as photographer with the *Watertown Daily Times*, a northern New York newspaper whose beat includes the country's most deployed army unit—the 10th Mountain Division in Fort Drum. Fagans says his understanding of politics (his I.S. was on the role of the military in Israeli politics) helped him when he photographed deployments in Afghanistan.

These days, his nonprofit community and volunteer work is as important to him as his job as the assistant photo editor of the *Bakersfield Californian*, says Fagans. For example, he is collaborating with the Arts Council of Kern to mentor special needs adults to create a video documentary about their challenges and successes in the community. Volunteering with the Presbyterian Church (his wife is an ordained Presbyterian minister), with a leadership role in the Self-Development of People committee, he has used his skills in multimedia to make a difference. Visits to the Dominican Republic, Malawi, and India have allowed him to both teach and learn, he says.

"Photojournalism pays the bills. The other outlets allow me to give back to society."

▲ Salem Palmer, 10, receives the Mayor's Medal of Appreciation for saving the life of a classmate in the cafeteria at Highland Elementary School.



▲ "See how the bark is rubbed off? You can see how much time she spends on this branch." — Joan Blanchard

▶ "The trip was one moment of awe after another."





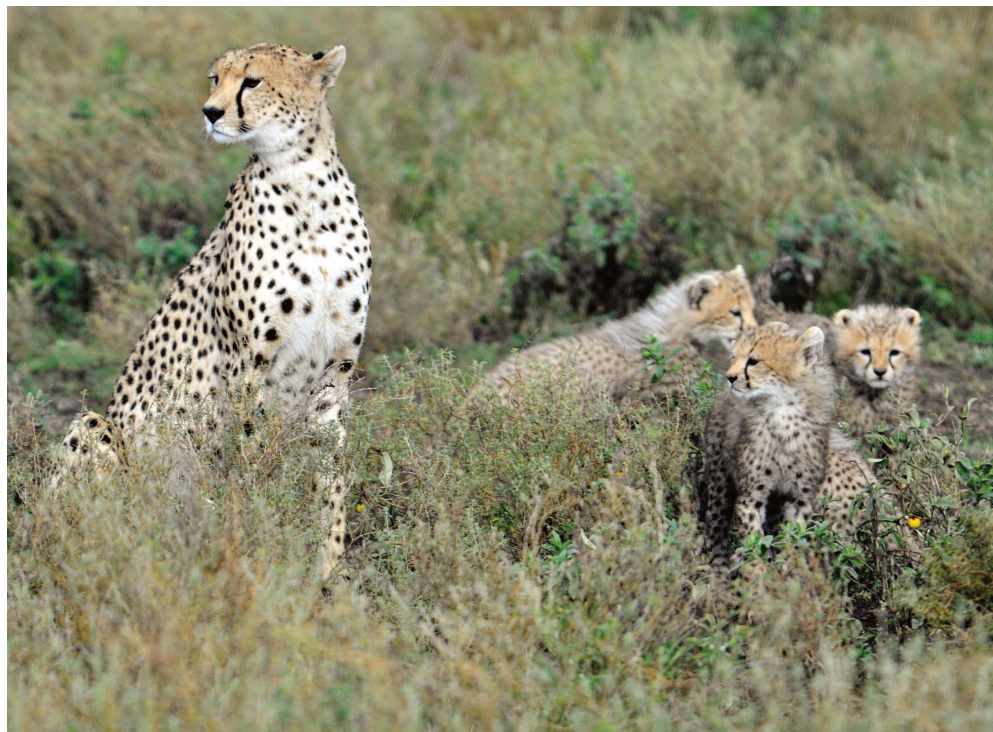
JOAN BLANCHARD

DOCUMENTARY PHOTOGRAPHY

'78



Joan Blanchard's love affair with photography began when she was about eight years old. Her mother presented her with a Brownie camera, ordered from an advertisement on the back of a laundry detergent box. Her next significant camera purchase came in 1974, when Prof. Fred Cropp told his budding geology majors that they should purchase their own 35-mm cameras.



Directly following graduation from Wooster, a job with American Airlines sent her traveling throughout the world. Since then, she has never stopped taking pictures, as a freelance photographer, mother, and non-profit advocate. In the spring of 2012, Blanchard went to Africa with two documentary purposes in mind: to photograph the work being done by Lift Up Africa, an NGO co-founded in 2004 by fellow-trustee Bill Longbrake '65 to help create sustainable development in Kenya and Tanzania, and to photograph the wildlife of the Ngorongoro conservation area and the Serengeti National Park in Tanzania.

"It was 11 days of one moment of awe after another," she says. "As I looked through the lens, finger poised on the shutter, it was like watching the best documentary I've ever seen, but with a difference: I felt like I had a great purpose to see, capture, and share the experience with others."

As she photographed the stories unfolding before her, she found herself thinking about returning home and showing the photographs to her 85-year-old mother. "My intent was to make the stories easy to follow and understand.

"It was unforgettable; it changed me forever. It was almost as if I could see evolution playing out before me and as if time stood still."

JOANBLANCHARD.ZENFOLIO.COM

"My intent was to make the stories easy to follow and understand. It was unforgettable; it changed me forever."

— JOAN BLANCHARD

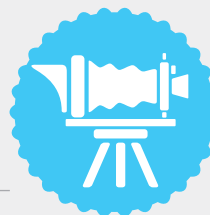


- ▶ A cheetah mother protects, watches, and waits.
- ▶ African elephant herds populate the Serengeti National Park in Tanzania.



EMMA POWELL

'08



Emma Powell Photography

FINE ART



Emma Powell, who used a bygone photographic process and technique for her Independent Study, is inspiring a new generation of students in the art of the darkroom. In her second year as visiting lecturer and artist at Iowa State University, Powell says she thinks back to her Wooster experiences as she plans her courses. "Bridget (Milligan) was a major influence. I find myself rethinking how I learned the topic and what was exciting to me at the time.

"With digital photography, you lose connection with how light reacts to photo sensitive material. I really believe the hands-on processes of the darkroom are important. Plus it's more fun. Students really enjoy it."

Powell, who earned an MFA in photography from the Rochester Institute of Technology, has already accrued five exhibitions since leaving Wooster. Included is an exhibit with former Wooster adviser Bridget Milligan, professor of studio art and film studies, titled "Spirits, Dreams, and Half-Remembered Tales." Powell's ephemeral otherworldly style and subject choices have caught the attention of judges and editors, garnering her awards and publications in dozens of journal and art magazines.

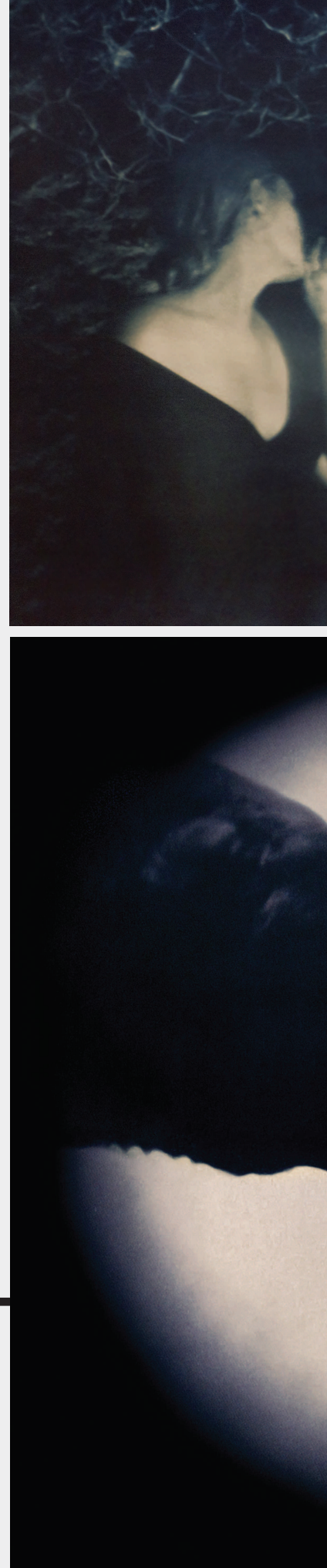
For her Independent Study, Powell used wet-plate collodion photography to create images inspired by spirit photography, which used transparent ghostlike images so convincingly that it was a major influence in the spiritualist movement of the years following the Civil War.



Powell continues the theme in her current work, including the award-winning *Shadow Catcher's Daughter*, which she says "balances the fine line between reality and dream." In the series, she uses self-portraiture and animal images in settings created with the blue cyanotype process and toned with tea and wine. "I choose these substances for the acidic effect on the chemistry, as well as their influence on communication and memory," she writes in her artist's statement. "Although photography is normally considered a medium that represents the present, visible world, in my work I attempt to make visual what cannot be seen in place or time."

▲ Doubt, from *The Shadow Catcher's Daughter*.

WWW.EMMAPOWELLPHOTOGRAPHY.COM





◀ (clockwise) Whispers, the Key, Against the Storm, and Bear. Reviewers call Powell's photographic psychodramas "timeless yet distinctly contemporary."

From the Kat Kiernan Gallery Juror's Choice Award: "Bear asks more questions than it provides answers. The female figure in the image appears confident yet vulnerable, trusting but guarded. Bear is an image rife with dualities . . ." Ken Rosenthal, 2012



"Although photography is normally considered a medium that represents the present, visible world, in my work I attempt to make visual what cannot be seen in place or time." — EMMA POWELL

MATT DILYARD

College
of
Wooster

CAMPUS PHOTOGRAPHER

[HTTP://UNDERTHEKILT.SCOTBLOGS.WOOSTER.EDU](http://underthekilt.scotblogs.wooster.edu)

[WWW.MATTDILYARD.PHOTOSHELTER.COM](http://www.mattdilyard.photoshelter.com)



att Dilyard, beginning his 26th year as the College's photographer, has had a finely focused view of the digital revolution. He said goodbye to the darkroom at Scovel Hall by making a ceremonial print, and while he believes learning traditional photography makes students more "reverent to the aesthetic process," he has few romantic memories of the chemical drudgery of bygone darkroom days.





▲ THE IMAGE UNFOLDS Unbowed: As the championship slipped away, Matt Dilyard stayed with Scot pitcher Mark Miller '09 to see how he might react. "He didn't crumple, he didn't fall, he just walked off with a lot of pride."



"The images we preserve will be how people perceive this place. It's heady stuff and it's intimidating."

— MATT DILYARD

On the front lines of the imagery revolution, he is witness to both its power and limitations. For example, automatic focus, a 400-meter lens, and the ability to take 11 frames every second helped him to take a photo that has been seen around the world. His photo of Scot pitcher Mark Miller '09 walking off the field, as the 2009 national championship slipped away, was picked up by *Sports Illustrated* in both their magazine and their recently published coffee-table book of photograph standouts, *The Baseball Book*. But to find that photo, Dilyard reviewed more than 400 photos of the game.

And there's the rub. The seduction of documenting every second means not only the burden of review (Dilyard calls it "paralysis by analysis") but also the responsibility of preserving hundreds of thousands of images as a historic record. "The images we preserve will be how people perceive this place," says Dilyard. "It's heady stuff and it's intimidating."

At heart, Dilyard is a photojournalist always vigilant for those rare, defining moments that reflect the human condition. He calls them "pieces-of-real"—scenes that daily elude photographers, as humans pose and ham for today's omnipresent camera. But he remembers and takes note of photographs that have made a difference and have created a connection. For example, the photo he took of a Scot lacrosse player only months before she died became precious to her family, and a valued friendship resulted.

"I hope that something I do will resonate down the line with someone. And if you can be a force for happiness—that's nice to know."



◀ The Fighting Scot prepares for an appearance at Progressive Field prior to a Cleveland Indians game while an elevator operator takes him where he wants to go.



▶ ▲ September 11, 2001: Dilyard captures the reactions of students as they watch the news at Lowry Center. "I was struck with how protective she appears. The affection and caring are clear."





The parade of classes, Alumni Weekend 2012

Photo: Matt Dilyard

Join the crowd!

**ALUMNI WEEKEND,
JUNE 6-9**



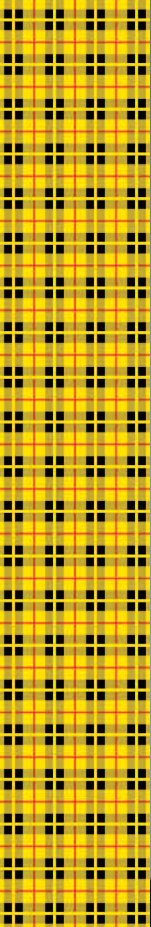
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When were you last on campus? Has it been five, 10, 25, or even 50 years? Start planning now to join us. Reunion committees are working hard to ensure a wonderful experience for you and your classmates.

This is also the time to consider making your reunion gift.

Classes ending with the numbers "3" and "8" will be celebrating reunions, but all alumni are invited to return to campus and enjoy the variety of activities planned. A preliminary schedule will be available online soon, along with specific information about each classes' activities.

In the meantime, let us know of your plans to attend, even if they're tentative, by going to <http://tinyurl.com/cmww2vq>.



*a Wooster
moment*



STUDYING *with* MARIGOLDS



he “Wooster Marigolds” art quilt, created by Wooster trustee Lynne McCreight ’66, is a backdrop to many study sessions in the Kauke Commons.

McCreight designed the quilt at the request of Sally Patton ’67, former vice president for development, for the newly renovated Kauke Hall. Installed in the summer of 2009, the quilt took about a year to complete. McCreight creates her art at her home in Moscow, Idaho and her images are of the things she loves—a bowl of oranges, Polish pottery, bees in their honeycomb, and zinnias in her garden.

Photo: Karol Crosbie



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MARGARET (PEGGY)
MACKELLER

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◀ Maria Alderman '14 learns through real-life experience when she assists at the Wooster Nursery School.

Wooster

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In Closing

Scot piper jubilee

Andrew Blaikie '13 warms up at for a competition of the Eastern U.S. Piper Band Association on campus in mid-October. The event marked the first time the College has hosted a competition (also called Scottish Games).

This academic year marks the 50th anniversary of the Scot Pipers, which were formally organized during the 1962-63 academic year. Although there was informal piping on campus since about 1940, it wasn't until 1962 that serious training of band members began. Photo: Karol Crosbie